

| <b>Curriculum</b> Health and Physical Education<br><b>Strand</b> Personal Health & Healthy communities and environments<br><b>Level 3      Year 6</b>  |  | <b>Vocabulary</b>   |  | <b>Resources</b><br>Video Camera<br>Computer<br>Inspiration, iMovie, podcast, garageband, any program needed<br>Active Board<br>Cardboard statements   |
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| <b>Topic:</b> Readiness for Intermediate<br><br><b>Achievement Objectives</b><br>Students will:<br>• Describe how their own feelings, beliefs, and actions and those of other people, contribute to their personal sense of self-worth.<br>• Plan and implement a programme to enhance an identified social or physical aspect of their classroom or school environment. |  | <b>Subject</b><br>friends<br>bully<br>I-Statement<br>ignore<br>refrain<br>discuss<br>behaviour<br>walk away<br>walk the talk<br>plan of attack  | <b>Academic</b><br>Brainstorm<br>compare<br>role play<br>philosophy<br>Solo Taxonomy questioning   |  |
| Learning Outcomes<br>I am learning to ...  | Learning Experiences   | Success Criteria<br>I know I can do this when ...   | Key Competencies /<br>Thinking Tools   | ICT Integration  |
| Reflect on the Pinehill Way and what it means both in the past and now I am leaving<br><br>Realise that other students at intermediate won't have had a school philosophy like the Pinehill Way<br><br>Make the right choices when faced with inappropriate behaviour or actions   | Brainstorm the Pinehill Way and compare it with how you act in other situations. Think about school trips where other schools have been.eg. home, community, church, clubs etc.<br><br>Role-play responsible and irresponsible behaviour in various situations - see role play cards. Use The Right Choice Lesson Plan from NZ police.<br><br>Discuss school-wide bullying policy - 3-step process (make an I statement/ walk away/ tell someone you trust).<br><br>Devise a plan of attack when confronted with inappropriate behaviour or uncomfortable situations | I can explain my thoughts of the Pinehill Way in the past and in the future<br><br>I can talk about my group's plan of attack when faced with a situation I'm unhappy about<br><br><b>Summative Assessment</b><br><br>Reflective Statement of how they will cope with the more relaxed intermediate environment | <b>Managing Self</b> - make good choices, have a go. self motivation<br><b>Relating to others</b> - listen actively, recognise different points of view, negotiate, share ideas<br><b>Thinking</b> - making decisions, shaping actions. Reflect on learning<br><b>Using language, symbols and texts</b> - represent and communicate information, experiences and ideas<br><b>Participating and Contributing</b> - contribute appropriately as a group member | Use Inspiration for a mindmap that shows deeper thinking. Use Solo Taxonomy to encourage extended abstract thought.<br><br>Use the 'right choice' lesson plan. role play using the cards. Chn to create their own scenarios, practise and video. Edit using i-Movie. Follow iMovie Skills as a basis for step by step instruction<br><br>Develop a podcast using the classroom or playground scene as motivation. Follow podcast plan. |